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ABSTRACT

The primary features of the Richardson Independent School District's (Richardson, Texas) New Teacher Induction Program are: (1) a "New Teacher Inservice Day" specifically designed to meet the needs of entry-level teachers; (2) a weekly meeting between beginning teachers and the building principal; and (3) professional seminars throughout the school year focusing on topics relevant to beginning teacher needs. The program concentrates on the managerial and instructional needs of new teachers. This manual delineates the program implementation procedure, describing the roles of principals, consultants, and other staff in guiding the program. Suggestions for creating a mentoring climate, weekly principal meetings, and principal and consultant follow-up sessions are included. Schedules and evaluation forms for the New Teacher Inservice Day are presented along with announcements and schedules for new teacher seminars. (CB)

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RICHARDSON INDEPENDENT SCHOOL DISTRICT

NEW TEACHER INDUCTION MODEL
AN IMPLEMENTATION GUIDE

[Stephanie Hirsh
Douglas M. Brooks]

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RICHARDSON INDEPENDENT SCHOOL DISTRICT

NEW TEACHER INDUCTION MODEL
AN IMPLEMENTATION GUIDE

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Programmatic Teacher Induction: A Model for New Teacher Professional Development

By Douglas Brooks, Ph.D., Miami University, Oxford, Ohio

PROJECT RATIONALE

The university-based certification experience is acknowledged as the first of several phases in the professional development of a classroom teacher. The RISD teacher induction program strives to increase the probability of new teacher personal satisfaction and professional competence within district responsibilities and expectations. District personnel have specialized roles to play and occasions to play those roles in the successful induction of beginning teachers within the district. The building principal has the primary role in the successful induction of beginning teachers. The Richardson ISD is committed to providing an effective induction process for new teachers.

PROGRAM DESCRIPTION

The primary features of the Richardson new teacher induction program are:

1. A NEW TEACHER INSERVICE DAY specifically designed to meet the needs of entry level teachers;

2. A WEEKLY MEETING between beginning teachers and the building principal; and

3. PROFESSIONAL SEMINARS throughout the school year focusing on topics relevant to beginning teacher needs.

The content of the program is multi-dimensional. The primary concerns are the managerial and instructional needs of the new teacher. Expectations and resources are made clear and available. Another dimension of the induction program, perhaps the most important, is a focus on motivation.

PROJECT VOCABULARY

TEACHER INDUCTION	That phase of professional development commencing with a programmatic commitment to teacher education and concluding with the convergence of professional competence and personal satisfaction.
PROGRAMMATIC TEACHER INDUCTION	The organization of random interactions between a new teacher and the school district representatives into a system-wide experience that sequentially meets the entry level and emergent needs of instructional personnel uniquely identified as beginning, new, or returning teacher.
BEGINNING TEACHER	A teacher in the first year of classroom instruction with no prior classroom teaching experience beyond student teaching.
NEW TEACHER	A teacher in the first professional assignment who has documented prior classroom teaching experience but is new to the school district.
RETURNING TEACHER	A teacher that has been under a contract within the district, has a minimum of one year's classroom teaching experience and has returned to the district following a leave, assignment in another district or a vocation outside of teaching.
MENTOR	A colleague with advanced experience who by choice or designation establishes a supportive, helping, accessible environment that facilitates the natural development of professional skills.
PERSONAL SATISFACTION	The perception, on the part of the beginning teacher, that at each moment of appraisal they remain motivated and committed to professional development.
PROFESSIONAL COMPETENCE	The perception, on the part of self and others, that the teacher is exhibiting those traits and behaviors associated with student achievement gains.

PERSONNEL RESPONSIBILITIES

Director of Staff Development	Principals	Consultants/Specialists
1. Secure commitment from Central Administration and principals	1. Attend and participate in New Teacher Induction Program (NTIP)	1. Attend New Teacher Induction Program inservice
2. Conduct/coordinate NTIP workshop for principals and consultants	2. Conduct home school portion of New Teacher Inservice Day	2. Conduct curriculum portion of New Teacher Inservice Day.
3. Coordinate New Teacher Inservice Day	3. Establish mentoring climate in home school	3. Assist with new teacher seminars
4. Produce, distribute, and assess evaluation instruments	4. Conduct weekly meetings with new teachers	
5. Coordinate new teacher seminars		

WORKSHOP - PRINCIPALS AND CONSULTANTS

(School District)
New Teacher Induction Program

I. Project Rationale

A. Research

B. District Commitment

C. Objectives

II. New Teacher Inservice Day Agenda

A. Welcome - District Superintendent

B. Curriculum Overview - Grade Level/Subject Area Specialists

1. Curriculum Guides/Organization
2. Goals
3. Objectives
4. Scope and Sequence
5. Textbooks
6. Support Materials
7. Testing/Evaluation

C. Curriculum Planning - Grade Level/Subject Area Specialists

1. Course Orientation
2. Planning Guidelines
3. First Week Plans
4. Hints for Success

D. Specialty Area Displays - District Personnel

1. Library/District Resources
2. Gifted Program
3. Special Education
4. Planetarium
5. TV Instructional Support
6. Employee Benefits
7. Staff Development

E. New Teacher Luncheon - Features

1. Sponsor - Chamber of Commerce
2. Coordinated by Staff Development Office
3. Motivational Speaker Provided
4. Principal Accompanies New Teachers

F. Home School Building Orientation - Principal and Key Teachers

1. Tour
2. Materials and Supplies
3. Building Policies/School Handbook
4. Classroom Discipline
5. Initial Parent Contact (Elementary Only)
6. School Forms

III. Principal/Teacher Meetings

A. Creating a Mentoring Climate

B. Weekly Meetings

IV. Principal/Specialist Response Panel

V. Questions and Answers

VI. Closure

CREATING A MENTORING CLIMATE

1. Recognize the uniqueness of beginning teachers as trained but not experienced professionals.

2. Encourage faculty and staff to be receptive and take some professional and social initiative with beginning teachers.

3. Announce weekly meetings and rationale for their existence.

4. Encourage the importance of sharing skills, materials, and strategies that work or have a chance of working.

5. Identify, for observation and advice, excellent role models with unique skills and encourage beginning teacher contact with them.

6. Mention that so many things are unique to a building that the faculty might get questions concerning the most routine of tasks and should be receptive to these type of questions.

7. Encourage faculty to "stop in" on beginning teachers with a "How's it going? If there is anything I can assist you with, let me know." type statements. Avoid the use of the word "help" as in "Do you need any help?" Encourage new teachers to respond to requests.

8. Stress with your experienced faculty the importance of being receptive and aware but not smothering.

WEEKLY PRINCIPAL MEETINGS

1. Schedule the meetings

2. Attend and conduct the meetings

3. Start on the positive:
   a. "What's going right?"
   b. "What do you know now that you didn't know last week?"
   c. "Has anything different occurred from what you thought it would be?"

4. Be receptive and positive about meetings

5. Try to solve problems or delegate problems quickly

6. Conference privately, when necessary

7. Intervene personally, when necessary

8. Ask about:
   a. Materials needed
   b. Management problems
   c. Interactive dilemmas

9. Discuss a planned topic of interest/concern (See follow-up memo for suggestions)

10. Remind teachers these meetings are optional (anticipate non-attendance by 6 weeks)

11. Finish with the invitation to stop in during the week.

While informal in style, the most successful weekly meetings have an agenda of various topics to be addressed. The goal is to give new teachers information necessary to their successful performance as well as provide them a time and place to express concerns and work on solutions. A sample agenda is under the Weekly Meetings section of the Principal Follow-Up on page 10.

WEEKLY PRINCIPAL MEETINGS
PILOT DATA EVALUATION SUMMARY

1. Teachers reported overwhelmingly a favorable perception of the weekly meetings.

2. Teachers reported an enhanced perception of professional competency and attributed it to an early working knowledge of building procedures, student management procedures and grading practices for their specific building.

3. Teachers reported an enhanced perception of personal satisfaction. They attributed this to the feeling that the building principal was providing them with individual attention. They felt closer to colleagues, less frustrated and more accepted within the building. Many teachers reported that the meetings resulted in opportunities to receive praise from the building principals early in their development and suggestions for improvement before problems became too serious.

PRINCIPAL FOLLOW-UP

New Teacher Induction Program

The following is a review of the suggestions offered for working with new teachers this school year. Your commitment to the project is appreciated.

I. Prior to the beginning of school -

- Personally see that new teachers have copies of all textbooks.
- Initiate social contacts with teachers of the same grade level/subject area.
- Discuss community make-up, expectations, special needs.

II. August _____ New Teacher Inservice Day

12:00 - 2:00 - New Teacher Luncheon
2:00 - 4:00 - Building Orientation Checklist

____ Tour
____ Materials and supplies
____ Building policies/school handbook
____ "Mentor" or "buddy" assignment (optional)
____ Initial parent contact (elementary only)
____ Weekly meetings (purpose, day and time)
____ School forms

At the end of the week, please distribute the enclosed evaluation forms and ask teachers to return to Staff Development office.

III. August _____ Building Inservice - All Teachers

Review workshop handouts: Weekly Principal's Meetings, and Creating a Mentoring Climate.

At the first Faculty Meeting:

____ Introduce new teacher
____ Initiate social contacts (optional) among teachers
____ Announce weekly meetings

IV. Weekly Meetings

Review Handout.

____ Define expectations
____ Determine and accept concerns and provide solutions
____ Weekly meeting agenda suggestions:

1. Building procedures
2. Student management procedures
3. Grading practices

4. Lesson plan design
5. Communication with parents
6. Testing program
7. Professional development
8. Evaluation system
9. Professional conduct
10. Professional organizations

V. Schedule introductions with the following persons before school starts or very soon thereafter:

- Counselor
- Librarian
- Consultants
- PTA Representative

VI. Other Suggestions - Feature an introduction article about the new teacher(s) in the school newsletter.

CONSULTANTS' FOLLOW-UP

New Teacher Induction Program

The following is a review of the suggestions offered for working with new teachers this school year. Thank you for your commitment to this project.

August _____ New Teacher Inservice Day

8:30 - 10:00 Curriculum Overview

____ Goals
____ Objectives
____ Scope and Sequence
____ Textbooks
____ Support Materials
____ Testing/Evaluation
____ Curriculum Guides

10:30 - 11:45 Curriculum Planning

____ Course Orientation
____ Planning Guidelines
____ First Week Plans
____ Hints for success

NEW TEACHER INSERVICE

Date

Site

8:00	Welcome	Superintendent
8:30 - 10:00	Curriculum Overview . Goals . Objectives . Scope and Sequence . Textbooks . Support Materials . Testing/Evaluation	Consultants/ Specialists
10:00 - 10:30	Break	
10:30 - 11:45	Curriculum Planning . Course orientation . Planning guidelines . First week plans . Hints for success or Speciality Area Displays . Library/District Resources . Planetarium . TV Instructional Support . Gifted Programs . Special Education . Employee Benefits . Staff Development	Consultants/ Specialists
12:00 - 1:30	New Teacher Luncheon	
2:00 - 4:00	Building Orientation	Building Principals Key Teachers

To New (School District) Teachers

From

Subject New Teacher Inservice Evaluation

Directions

Your careful and thoughtful responses to the following questions will provide useful feedback in our ongoing attempts to provide a professionally relevant inservice experience for beginning, new, and returning teachers. Please take your time in completing this evaluation.

1. Please identify your present status with the district:

   _____ Beginning teacher with no prior contract experience

   _____ New teacher with prior contract experience

   _____ Returning teacher with a minimum of one year's absence

2. In your opinion, did the pre-school inservice session with the curriculum consultants help you begin the school year effectively?

   Yes _____ No _____

   Please explain your answer.

   _____

   _____

   _____

3. Which of the following morning activities appears to have been the most helpful. Circle 1 for helpful or 2 for less helpful. Circle NA if choice does not apply.

A.	1	2	NA	Goals
B.	1	2	NA	Objectives
C.	1	2	NA	Scope and Sequence
D.	1	2	NA	Textbooks
E.	1	2	NA	Support Materials
F.	1	2	NA	Testing and Evaluation
G.	1	2	NA	Course Orientation
H.	1	2	NA	Planning Guidelines
I.	1	2	NA	First Week Plans
J.	1	2	NA	Hints for Success
K.	1	2	NA	Library and District Resources
L.	1	2	NA	Planetarium
M.	1	2	NA	TV Instructional Support
N.	1	2	NA	Gifted Program
O.	1	2	NA	Special Education
P.	1	2	NA	Employee Benefits

4. List the morning activities that you thought were the most helpful and briefly explain why.

4(1) _____ 4(Ex1) _____

4(2) _____ 4(Ex2) _____

4(3) _____ 4(Ex3) _____

5. List the three morning activities that you thought were the least helpful and explain why.

5(1) _____ 5(Ex1) _____

5(2) _____ 5(Ex2) _____

5(3) _____ 5(Ex3) _____

6. (a) Did you enjoy the New Teacher luncheon? Yes _____ No _____

(b) Why? _____

7. (a) Insofar as you can judge today, do you feel the afternoon session in your individual building will help you effectively begin the school year?

Yes _____ No _____

(b) Why? _____

8. (a) Do you feel more or less capable of surviving the first weeks of school as a result of the inservice planned for new teachers?

More _____ Less _____

(b) Please briefly explain your answer. _____

9. Below are listed seven areas of concern normally listed by beginning teachers. In a Yes or No format, please indicate if you feel your concern in each category has been reduced as a result of the new teacher inservice activities.

	Yes	No	NA	
A.	_____	_____	_____	Pupil Instruction
B	_____	_____	_____	Classroom Management
C.	_____	_____	_____	Relations with Other Teachers
D.	_____	_____	_____	Relations with Administrators

E.	_____	_____	_____	Relations with Parents
F.	_____	_____	_____	The Shock of the Real Classroom
G.	_____	_____	_____	Feelings of Anxiety
H.	_____	_____	_____	Feelings of Isolation
I.	_____	_____	_____	Feelings of Self-Doubt

11. By now you are aware that you have the opportunity to meet with your building principal or his or her assistant responsible for instruction on a weekly basis, after school starts, until you feel the meetings are unnecessary. What is your initial impression of this plan?

_____

_____

_____

Please place this questionnaire in a plain envelope and address it to the Staff Develoment Office. Send through inter-school mail. Your response is vital to the program.

Again thank you for taking time to complete the questionnaire.

To New (District) Teachers

From

Subject New Teacher Induction Program
Questionnaire: Part I Weekly Meeting Evaluation
Part II Continuing Needs Survey

The _____I.S.D. is striving to continue to revise the new teacher induction program to insure it will meet the needs you and your colleagues identify. Please take time to communicate your views. We know you are very busy, and we appreciate your time and effort.

Directions

PART I

1. Please identify your present status with the district:

   _____ Beginning teacher with no prior contract experience

   _____ New teacher but with prior contract experience

   _____ Returning teacher with a minimum of one year's absence

2. Were weekly meetings with the building or assistant scheduled in your building?

   Yes _____ No _____

   What was your general and overall impression of the meetings?

   a. Very Favorable

   b. Favorable

   c. Acceptable

   d. Unfavorable

   e. Very Unfavorable

3. Please explain what contributed to your impression.

4. What do you believe was the general and overall impression of your peers (if applicable) to the meetings?

   a. Very Favorable

   b. Favorable

   c. Acceptable

   d. Unfavorable

   e. Very Unfavorable

5. Do you feel the weekly meetings enhanced your professional competency?

   Yes _____ No _____

6. Do you feel the weekly meetings enhanced your personal satisfaction with your assignment?

   Yes _____ No _____

7. Please list in order of importance the topics covered in the weekly meetings that you feel contributed to your professional competence in your assignment.

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

8. Please list in order of importance the topics covered in the weekly meetings that you feel contributed to your personal satisfaction with your assignment.

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

9. How would you judge your building colleagues' willingness to be helpful and supportive during the first weeks of your professional assignment? Circle one.

   a. Very Favorable

   b. Favorable

   c. Acceptable

   d. Unfavorable

   e. Very Unfavorable

10. With six weeks (approximately) of professional experience, what would be your overall evaluation of the pre-school and follow-up New Teacher Inservice Program. Circle one.

    a. Very Favorable

    b. Favorable

    c. Acceptable

    d. Unfavorable

    e. Very Unfavorable

11. Evaluate the status of your concerns on the following topics. Place one number in each blank.

    4) Low Concern High Competence 3) High Concern High Competence 2) Low Concern Low Competence 1) High Concern Low Competence

    a. _____ Pupil Instruction

    b. _____ Classroom Management

    c. _____ Relations with other Teachers

    d. _____ Relations with Administrators

    e. _____ Relations with Parents

    f. _____ The Shock of the Real Classroom

    g. _____ Feelings of Anxiety

    h. _____ Feelings of Isolation

    i. _____ Feelings of Self-Doubt

PART II

The Staff Development Department will make available a series of optional seminars designed around topics about which your colleagues have indicated an interest and the need for more information. Three sessions, 2 hours in length (4:00 - 6:00 p.m.) will be scheduled in January/February.

1. I would _____ I would not _____ be interested in a series of seminars for new teachers.

2. In order for us to finalize plans, please indicate which seminar topics you would prefer. Rank in order of preference.

   _____ Organizing and Managing the Secondary Classroom

   _____ Organizing and Managing the Elementary Classroom

   _____ Time Management for Teachers and Students

   _____ Classroom Discipline

   _____ Parental Relations - a guide to effective communication with parents, in person, by phone and through written correspondence

   _____ Record Keeping Tips - the grade book, attendance records, parent contacts, etc.

   _____ Stress Management

   _____ District Materials and Resources

   _____ When to Suspect a Handicap - characteristics of the learning disabled, emotionally disturbed; dealing with handicaps in the classroom

   _____ Superlearning - getting the body rhythms as well as the left-brain and right-brain abilities working as a whole

   _____ Using Homework Effectively

   _____ MEC Software Preview

3. Some new teachers have indicated an interest in a support group, an opportunity to meet informally and socially with other new teachers throughout the district. (Time and date to be announced)

   I would _____ would not _____ be interested in a support group.

   Name _____ School _____

   Teaching Assignment _____

   Return to Staff Development by _____

To New (School District) Teachers

From

Subject New Teacher Seminars

Based on recommendations that you and your colleagues made on the October survey, the following AAT seminars are being scheduled. All seminars will be held at Arapaho Elementary in the cafeteria and library.

January 8 4:00 - 6:00 (Elementary)	Organizing and Managing the Elementary Classroom	Dr. Julie Sanford from the University of Texas at Austin will conduct these two hour sessions. She is an expert in this aspect of teaching and will provide instruction and handouts on proven successful management techniques.
7:00 - 9:00 (Secondary)	Organizing and Managing the Secondary Classroom	
January 15 4:00 - 6:00 (Elementary)	Classroom Discipline and Record Keeping Tips	Classroom discipline was most often indicated by new teachers as a beneficial seminar topic. In-district personnel will conduct this seminar. Bring your concerns and take home some practical approaches. Also during this session, pick up some time and energy saving tips on keeping up with the grade book, attendance records, and parent contacts.
7:00 - 9:00 (Secondary)		
January 29 4:00 - 6:00 (Elementary)	District Materials and Resources and Stress Management	Jo Ann Bell will provide a guided tour of the district's library/media resources. Participants will have the opportunity to ask questions and view materials.
7:00 - 9:00 (Secondary)		Janie Heard will present some very helpful techniques for stress management. Handouts will be provided.

Participants will receive six hours of AAT Pedagogy credit. Please complete the registration information on the form attached and return it to the Staff Development office no later than December 16.

Between 6:00 and 7:00 each evening, all new teachers are invited to come for an informal dinner and get acquainted time with other new teachers in the district. Good food and good company! Do come and enjoy! We hope the dates and times will fit your schedule. If desired, you are welcome to participate only in the meals. Please note on the registration form if you plan only to attend dinner.

New Teacher Seminars

DATES: **January 13**
January 20
February 3

TIME: **4:00 – 6:30**

PLACE: **Arapaho Elementary**

Based on recommendations that you and your colleagues made on the September survey, the following seminars are being scheduled. You are invited to attend and get acquainted with other new teachers while working on topics of common concern.

Session I - January 13 Organizing and Managing the Elementary/ Secondary Classroom	A team of elementary teachers from the district will share their best organization and management techniques. Stephanie Hirsh and Danna Smith will conduct this session on proven successful management techniques for secondary teachers.
Session II - January 20 Asservice Discipline/Parent Conferencing	Melanie Cook will work with elementary teachers on applying the techniques of assertive discipline. Willie Fowlks will conduct the session for secondary teachers. A panel of principals and counselors will provide some tips on building successful parent/ teacher relations.
Session III - February 3	Jo Ann Bell will provide a guided tour of the district's library/media resources. Frank Piasecki will briefly review the computer instruction capabilities of the district. Janie Heard will present some very helpful techniques for stress management.

We hope the dates and times will fit your schedule. A short break will be included with some great snacks and a few minutes to meet other new teachers and the seminar presenters.

Participants will receive 6 hours of AAT-Pedagogy credit. Please complete the registration information on the attached form and return it to the Staff Development office by December 10.

NEW TEACHER SEMINAR EVALUATION

Directions: Your careful and thoughtful responses to the following questions will provide useful feedback in our on-going attempts to provide a professionally relevant inservice experience.

1. Please identify your present status with the district.

_____ Beginning teacher with no prior contract experience

_____ New teacher with prior contract experience

_____ Returning teacher with a minimum of one year's absence

2. What was your general and overall impression of the New Teacher Seminars?

a. Very Favorable

b. Favorable

c. Acceptable

d. Unfavorable

e. Very Unfavorable

Considering each topic individually, indicate your impression of the seminars.

3. (Topic) _____ (Date) _____	Yes	No	Optional Comment
a. Did the presenter address concerns pertinent to you?	_____	_____	_____
b. Were specific ideas presented which you will put into practice this year or next?	_____	_____	_____
c. Was the time allotment adequate for this topic?	_____	_____	_____
d. Did the presenter's style and structure of the program facilitate your learning?	_____	_____	_____
e. Comments (Optional)	_____		

_____

4. (Topic) _____ (Date) _____

	Yes	No	Optional Comment
a. Did the presenter address concerns pertinent to you?	____	____	_____
b. Were specific ideas presented which you will put into practice this year or next?	____	____	_____
c. Was the time allotment adequate for this topic?	____	____	_____
d. Did the presenter's style and structure of the program facilitate your learning?	____	____	

_____

e. Comments (Optional) _____

_____

5. (Topic) _____ (Date) _____

	Yes	No	Optional Comments
a. Did the presenter address concerns pertinent to you	____	____	_____
b. Were specific ideas presented which you will put into practice this year or next?	____	____	_____
c. Was the time allotment adequate for this topic?	____	____	_____
d. Did the presenter's style and structure of the program facilitate your learning?	____	____	_____

e. Comments (Optional) _____

_____

6. What was your impression of the location/facility for the seminar?

a. Very favorable

b. Favorable

c. Acceptable

d. Unfavorable

e. Very unfavorable

7. What was your impression of the timing of the seminars? (Consider time of year, date of the week, time of day.)

   a. Very favorable

   b. Favorable

   c. Acceptable

   d. Unfavorable

   e. Very unfavorable

8. Do you feel the New Teachers Seminars enhanced your professional competency?

   Yes _____ No _____

9. Do you feel the New Teacher Seminars enhanced your personal satisfaction with your assignment?

   Yes _____ No _____

10. Please list in order of importance the topics or activities in the New Teacher Seminars that you feel contributed to your professional competency.

    1. _____ 3. _____

    2. _____ 4. _____

11. Please list in order of importance the topics or activities in the New Teacher Seminars that you feel contributed to your personal satisfaction with your assignment.

    1. _____ 3. _____

    2. _____ 4. _____

12. If you were going to say something positive about the value of the dinner or social hour, it would be:

    _____

PRINCIPAL QUESTIONNAIRE

NEW TEACHER INDUCTION PROGRAM

Please take time to communicate your views on the New Teacher Induction Program. We appreciate your time and effort.

1. Did you have any new teachers in your building this school year?

   Yes _____ No _____ If so, how many? _____

2. Did you hold weekly meetings for new teachers?

   Yes _____ No _____ If so, approximately how many? _____

   How long into the school year did the meetings extend?

   ____ 3 weeks ____ 6 weeks ____ 9 weeks ____ more than 9 weeks

3. What was your general and overall impression of the meetings?

   a. Very favorable
   b. Favorable
   c. Acceptable
   d. Unfavorable
   e. Very unfavorable

4. Please explain what contributed to your impression:

5. Please list the activities or topics covered in the weekly meetings that you feel contributed to the new teachers' professional competency. (Column A) List those activities or topics which you feel contributed to the new teachers' personal satisfaction. (Column B)

A	B

Comments/Suggestions:

Dear New Teacher,

In the midst of all the end-of-the-year activities which demand your time, we have a request. Could you please take a few minutes to express your opinions on this final survey?

We have conducted an on-going evaluation of the New Teacher Induction Program throughout the year. Through your comments and suggestions, we have learned a great deal. Tell us candidly what you perceive as the positive and negative aspects of the new teacher program. What are the things which helped you grow professionally? What wasn't done that would have helped? Consider district-wide as well as in-building activities.

In closing, we appreciate your participation. We enjoyed meeting many of you throughout the year. The energy and care that you as a group put into the teaching profession is very apparent.

Sincerely,

NEW TEACHER INDUCTION PROGRAM

YEAR-END QUESTIONNAIRE AND INTERVIEW

PART I.

1. Did you attend the preschool inservice day for new teachers?

   yes _____ no _____

2. Did your building principal meet with you on a weekly basis at the beginning of the year?

   yes _____ no _____

   Please explain.

3. Please identify your present status with the district.

   _____ Beginning teacher with no prior contract experience
   _____ New teacher with prior contract experience
   _____ Returning teacher with a minimum of one year's absence

4. In retrospect, did the preschool inservice session enhance your professional competence?

   yes _____ no _____

   Why?

5. In retrospect, did the preschool inservice enhance your personal motivation to teach?

   yes _____ no _____

   Why?

6. Did you attend the staff development seminars held in during the year for new teachers?

   yes _____ no _____

7. Did you find the topics addressed in the new teacher seminars useful to you during the second semester?

   yes _____ no _____

   Please explain.

PART II.

The preschool inservice day was organized around the specific topics of:

1. Classroom Discipline
2. Student Motivation
3. Individual Differences
4. Assessing Student Work
5. Organizing Class Work
6. Materials and Supplies
7. Instructional Methods
8. Teacher Evaluation
9. Teacher Liability
10. Curriculum Organization

With the advantage of a full year of teaching behind you, we would like you to answer the following questions.

1. Rank order these by your perceived effectiveness in the way the program attempted to address them. (Use the numbers above in the blanks below.)

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

   6. _____ 7. _____ 8. _____ 9. _____ 10. _____

2. What do you feel were the topics that most positively affected your first year performance? Please explain.

3. What do you feel were the topics that least affected your first year performance? Please explain.

4. What areas of the first year induction program do you feel most directly affected your personal satisfaction with your assignment?

5. As you reflect back on your first year and the induction program, what suggestions would you make to improve the induction program?

6. What other comments would you like to make, positive or negative?

CALENDAR OF EVENTS

Month	Activity	Person Responsible	Project Resources	Completion Date
June	Plan and conduct Principals'/ Consultants' Workshop	Coordinator NTIP Project	1) Principals'/ Consultants' Workshop Agenda 2) Create a Mentoring Climate 3) Weekly Principals Meeting 4) Doug Brooks' Report	
August	Distribute follow-up checklists to building principals and consultants reviewing the workshop suggestions	Coordinator NTIP Project	1) Principals' Follow-up 2) Consultants' Follow-up	
August	Coordinate plans for the new teacher luncheon	Coordinator NTIP Project		
August	Coordinate representatives for the specialty area displays	Coordinator NTIP Project		
August	Prepare evaluation questionnaire for the New Teacher Inservice Day	Coordinator NTIP Project		
August	Conduct New Teacher Inservice Day	1) Coordinator NTIP Project 2) Consultants 3) Principals 4) Specialty Area Representatives	1) New Teacher Inservice Program 2) New Teacher Inservice Evaluation	
August	Conduct building inservice for all teachers. Introduce new teachers to experienced teachers	Principals		

Month	Activity	Person Responsible	Project Resources	Completion Date
Sept.-Oct.	Conduct weekly meetings	Principals	Weekly Meetings	
Sept.	Prepare questionnaire to evaluate induction activities and identify continuing needs	Coordinator NTIP Project	New Teacher Induction Program Interim Questionnaire	
Oct.	Distribute NTIP Interim Questionnaire to all new teachers	Coordinator NTIP Project		
Nov.	Arrange New Teacher Seminars based on the continuing needs identified on the NTIP interim questionnaire	Coordinator NTIP Project		
Dec.	Send New Teacher Seminar ammouncement to all new teachers	Coordinator NTIP Project	New Teacher Seminar Announcement	
Jan.-Feb.	Conduct New Teacher Seminars and evaluate	Coordinator NTIP Project	New Teacher Seminar Evaluation	
April	Prepare NTIP End-of-Year questionnaire	Coordinator NTIP Project	NTIP End-of-Year Questionnaire	
May	Distribute NTIP Questionnaire to all new teachers	Coordinator NTIP Project		